Parallel Timetable: Guidance

Who?

Children and young people whom have difficulty with the demands and expectations of class that have become stuck in a cycle of demonstrating challenging behaviour and either removing themselves from the classroom or being removed from the classroom.

Why?

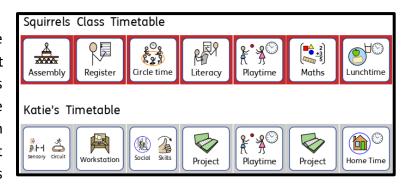
The theory behind a parallel timetable is that it changes this choice making process- instead of the child negatively choosing to opt out of the classroom they are given the chance to positively opt in. It is also a continual reminder that they have a constant place in the class, preserving and reminding them of their sense of belonging.

Where?

These work best when a safe space is found for the child to access outside of the classroom e.g. a space in the intervention room, the corner of a library or a desk outside of the class door that can become 'their space'. The child then goes to that space in the morning rather than to class.

What?

Using a visual timetable like the example given is likely to be the best strategy for most children. This example shows the morning timetable for the class and the child (whom is on a reduced timetable and goes home at lunchtime). It details what the class are doing at the same time.



How?

Time is spent in the morning looking at their individual timetable alongside the class timetable with the encouragement to choose which sessions that they would like to go in to class on this day.

In this example the child would physically move the chosen symbols from the class timetable and replace the symbols on hers to indicate the choice.

This should be constantly on display and in a format that the child is able to understand and as visual as possible.

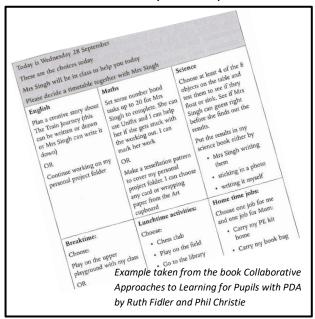
Remember: Even if the child is verbally able to make the choice it is useful to present this visually as this can then be used to remind them of the choice that they made later on.

How? (continued)

Initially it is likely to be just be one short period of time that the child can manage in class but as their tolerance grows this can be gradually increased to incorporate longer or more frequent sessions throughout the day.

This should always be a flexible process and expectations fluid dependent on the ability of the child on that day- some days will be more successful than others.

On the difficult days the expectation could be reduced- less sessions chosen for class or a timer



used to ensure the length of time for the session is visual. The child or could be included in this process e.g. 'Shall we do 2 or 3 sessions in class this morning?' 'I can see this may be difficult for you today, do you think you could manage 7 minutes or 8 minutes?' thus ensuring the child retains their perceived sense of control.

The example to the left would be more suited for a more able or secondary child that may not engage with a visual timetable as detailed above. This can incorporate more detail as required.